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ABSTRACT

An argument is presented for making English language education more appropriate to the social requirements of students and educators in different environments throughout the world. This book recommends the use of ethnographic action research to find culturally appropriate methodologies and a shift in teacher education from mastery of culturally narrow classroom techniques to mastery of skills in solving classroom problems. The book is divided into three parts: Part A, The Culture of the Classroom, includes discussions on the social context, metaphors for the classroom, the variety of classroom cultures, student and teacher groups. Part B, Sources of Conflict, includes technology transfer; the politics of projects; project management; and teachers' and students' lessons. Part C, Appropriate Methodology Design, is comprised of: a culture-sensitive approach; solving classroom problems; and curriculum and project design. A substantial bibliography is appended. (MSE)

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